**Modern Language Method Lesson Plan Proforma**

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| **Date**  09/12/08 | | **Class**  7R | **Start time**  13.30 | | **Finish time**  14.30 |
| **Aim of lesson**  To introduce characteristics for describing personality. | | | | | |
| **Forward Feed from Last Lesson**  Family members – names of all in order to describe them.  **Targeted Learning outcomes**  By the end of the lesson:  All pupils should be able to talk about their own character with support.  Most pupils should be able to talk about their character/their family members’ characters with support.  Some pupils should be able to talk about themselves and their family without support.  **Opportunities for Assessing Pupil Progress (formative/summative/formal/informal)**  Responses to questions (informal)  Reading exercise (formal, summative)  Questionning in plenary and noughts and crosses in plenary. | | | | | |
| |  |  |  | | --- | --- | --- | | **NC PoS refs** | **Attainment targets** | **National Strategy refs** | | 1.1a,b, 1.2a,b, 1.3a | AT1, Level 3 | 7W1, 7W2, 7W3, 7W4, 7W7 | | 2.1a-d, 2.2a-e | AT2, Level 3 | 7S1, 7S2, 7S3, 7S5 | | 3a,b,d | AT3, Level 4 | 7T1, 7T2, 7T3 | | 4a,b,c,d,f | AT4, Level 1 (copying only this lesson). | 7L1, 7L2, 7L4, 7L6 | |  |  | 7C3, 7C5. |   **QTS Refs**  Q1, Q2, Q4, Q6, Q7a,b, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q17, Q18, Q19, Q20, Q22, Q25a-d, Q26a,b, Q28, Q29, Q31, Q33. | | | | | |
| **Opportunities to teach aspects of spiritual, moral, social and cultural development**  Adjectives – describe personality. Good and bad aspects. | | | | | |
| **Opportunities to teach aspect of citizenship, numeracy, literacy and ICT** | | | | | |
| **Materials and preparation of resources**  Charactersitics PPT file.  Notebook file – characteristics.  Meine Familie worksheet for reading exercise. | | | | | |
| **Management of Other Adults ( e.g Learning Support Assistants – LSAs)**  NTA – to assist NF with writing. | | | | | |
| **Use of ICT**  Teacher and pupil use of IWB (PPT and Notebook.) | | | | | |
| **Timing**  5 mins  5 mins  5 mins  10 mins  2 mins  5 mins  15 mins  5 mins  5 mins  5 mins | **Teacher** Transitions? Progression? Differentiation?  Starter – fill in the blanks. Invites pupils into the classroom and asks them to get on with the starter. Gives 3 minutes.  Asks for answers – 1 point awarded for each correct answer. Some have optional answers.  Explain lesson objectives and talk about “Herr” and “Frau”.  Recap on members of the family – PPT slide and on possesives.  Ask pupils to work in pairs and write down some adjectives in English in green books. Words to describe people.  Introduce new vocab. Notebook file – adjectives.  Choral repetition - Use the characteristic to say the word, e.g. shy. Ask pupils for actions.  Asks a few pupils “Wie bist du?” Asks them to ask each other.  Asks pupils to write new vocab down in books.  Introduce quite, very and not. Model a few phrases. Asks pupils to write new vocab in books. Tells them what level this is at (level 3 is opinions, full sentences with connectives, level 4).  Asks pupils to complete reading exercise. Says it is a level 4 so quite hard but expect all can do it. Some words may not be written **exactly** as they have learned them but should be ok. Tells pupils to work alone and that the teacher will take it in and mark it. Tells pupils they can use their books to help them. Gives them ten minutes to complete exercise Diff - NTA supports NF with writing. Differentiation by time.  Collects books in and checks homework has been done.  Goes through answers on board with class.  Recap – what have pupils learned today?  Noughts and crosses plenary game – teacher chooses a pupil and a square. Pupil comes up to give answer and gives it a nought or a cross. | | | **Pupils** Whole class, individual, pair or group teaching.  Individual – fill in the blanks.  Give answers.  Pupils listen to lesson objectives.  Pupils give answers to question, “wer ist das?”.  Write down adjectives.  Choral repetition – pupils repeat adjectives. Loud, quiet, one side of room then other. Characteristic acted out.  Pupils describe themselves and ask each other.  Pupils write new vocab in books.  Pupils give a few phrases.  Write new vocab in books.  Pupils complete reading exercise on their own and in silence.  Pupils give answers by coming up and underlining them on the board.  Pupils recap on what they have learned, giving new words etc.  Play noughts and crosses. | |
| **Homework**  None set. | | | | | |
| **Evaluation of pupils’ learning**  Pupils had remembered the names for family members well and seemed to pick up the characteristics quite quickly. However, the lesson was cut short (see below) which made it difficult to reinforce the vocabulary as much as I would have liked. | | | | | |
| **Evaluation of teaching and suggested change**  The lesson started 20 minutes late due to Christmas dinner over-running, which meant that I did not have time to get through all the activities I intended to. I only got as far as introducing the new vocabulary and was not able to introduce ‘quite, very and not’.  The fact that we started late made me ill-at-ease and I think this showed. Pupils were quite disruptive and it took a lot of effort to calm them down. I started by saying we had a lot to get through and not very long to do it and I think that made them even worse.  I did manage to cut out whole activities so that I could teach them something and changed the plenary activity to them giving me a password at the door to make it shorter. | | | | | |
| **Targets for future lessons** Teacher’s, Pupils’  Teacher: Reinforce characteristics as opinions through other topics.  Have a plan b strategy for if lessons go wrong.  Pupils: Use characteristics adjectives to express opinions. Learn about hobbies/sports to talk more about themselves and their family. | | | | | |